



UNDERSTANDING PERCEIVED PARENTING STYLES ON STUDENT'S PSYCHOLOGICAL CAPITAL

Md. Hassan Jafri

Deptt. of Psychology, Jamia Millia Islamia (Central University).

ABSTRACT

Parenting styles have been examined on various students' outcomes but psychological capital. This study examined the relationship between parenting styles and psychological capital on undergraduate students. The study was conducted on 210 commerce and business students in Bhutan. Using random sampling approach, data were taken on a standard questionnaire covering both the variables of the study. Correlations and regression analysis were used to analyze obtained data. Results revealed positive and significant association between parenting styles and psychological capital. It was found that responsive and autonomy-granting parents have significant influence on the development of psychological capital. The implications of the study have been explicated in the research.

KEY WORDS: Parenting styles, Psychological capital, Self-efficacy, Optimism, Hope, Resiliency.

INTRODUCTION

College students face a number of challenges ranging from the demands of their academic performance, managing interpersonal relationships in institution to uncertain job conditions (Houghton et al., 2012). These challenges create problems of academic adjustment and performance. Scholars have emphasized the need of positive strengths and qualities in students (Martens & Witt, 2004) which help in social, emotional, and cognitive development and adjustment in educational setting. Positives strengths and qualities help prevent problem behaviors in students (Reddy, Newman, Thomas, & Chun, 2009; Seligman, 2002), increase academic achievement (Lassen, Steele, & Sailor, 2006; Luthans, Avolio, Avey, & Norman, 2007), enhance academic engagement (Siu, Bakker, & Jiang, 2013), and reduce stress (Rioli, Savicki & Richards, 2012). Theory of psychological capital (Luthans, Youssef & Avolio, 2007), drawn from the positive psychology, provided an avenue in understanding positive strengths and qualities in students which can help in addressing their challenges.

Current study assumed that parenting styles can be an important source of psychological capital in students. Relationship between parenting styles and child psycho-social outcomes are well documented (Darling, 1999; Maccoby & Martin, 1983). Much of the research on parenting styles focused on behavioral outcomes of children such as academic adjustment and achievement, proneness to substance abuse, autonomy, self-esteem, and other child development issues (Smetana, 1995; Aunola, Stattin, & Nurmi, 2000; Furnham & Cheng, 2000). These studies are significant and relevant for researchers, academicians and parents. Current study extended this line of research by investigating parenting styles with PsyCap. Few studies addressed the positive psychology, traits and strengths, of college students in relation to parenting styles (Griess, 2010). The relationship between parenting styles and traits of positive psychology which contribute in optimal functioning is unclear (Harris et al., 2007; Baldwin et al., 2007). Thus, the study will examine the influence of parenting styles on PsyCap on college students.

LITERATURE REVIEW

Parenting Styles

Parenting styles refer to set of behaviours which involve interaction between parents and their children that work individually and together to influence child's development and outcomes (Baumrind, 1967). Parenting styles and behaviours affect children's learning and reaction (Collins & Laursen, 1999) and are critical for adolescents to reach their full potential (Youniss & Ruth, 2002). Different styles of parenting have been proposed by researchers, however the current study took parenting styles proposed by Darling and Toyokawa (1997) which consists of three styles namely, Responsiveness, Demanding or Supervision, and Autonomy-granting. Responsiveness refers to extent to which parents are sensitive to the child's needs, provide emotional support, and are involved in their lives. High responsive parents expect their children to become confident, socially responsible, self-regulated, and cooperative. Demanding parents have expectation to follow certain behavioural standards and instructions, but are not fully controlling. Autonomy-granting refers to parents' efforts to limit psychological control over their children's decisions, and promote their children's individuality, emotional autonomy, and self-determination.

Psychological Capital (PsyCap)

PsyCap has its root in positive organizational behaviour (Luthans & Youssef, 2007) and positive psychology (Peterson & Seligman, 2004). PsyCap is defined

as the individual's positive psychological state of development, characterized by self-efficacy, optimism, hope and resiliency (Luthans et al., 2007). Drawn from Bandura's (1986) social cognitive theory, self-efficacy refers to the idea that people's self-beliefs influence their ability to control their thoughts, actions, and feelings. A person with high self-efficacy has faith on his ability and is in control of his actions and performances (Bandura, 1997). Optimism refers to having positive attribution or expectancy for success in the current time as well as in future, a thought and expectation that future will be good. Hope is ability to formulate plan and strategies and keep persevering in achieving the goal. It also refers to, redirecting paths, if needed, to achieve the goals (Snyder, 1994, 2002). Resiliency is the capacity to bounce back psychologically (including emotion and cognition) from adversity, conflict, failure, or even positive events (Luthans et al., 2007). However, the PsyCap, as proposed, is advanced or core construct, compared to the individual dimensions, that has more impact on various desirable outcomes (Luthans et al., 2007).

Relationship between Parenting Styles and PsyCap

It is proposed in the current research that parenting styles are related to and influence PsyCap in college students. Current study found only one study examining the influence of parenting styles on student's PsyCap (Karmakar, 2016). Karmakar, (2016) studied authoritarian, authoritative and permissive parenting styles as conceptualized by (Baumrind, 1967) and found positive association between PsyCap and authoritarian and authoritative parenting styles in school context. Thus, there is a lack of direct evidence in examining parenting styles and PsyCap. However, conceptual link between the two variables can be indirectly drawn by taking individual dimensions of the construct - PsyCap (self-efficacy, optimism, hope and resiliency). Authoritarian parenting style (demanding parents) was found to be negatively related to self-efficacy among adolescents (Qazi, 2009; Shaw, 2007; Yousaf, 2015), optimism (Debra, Anne & Elizabeth, 2007). However hope dimension of the construct is found to be positively associated with authoritarian style of parents (Nessai, Rastegar, Rajaei & Khojnejad, 2015). Authoritative parents are consistently related to positive developmental outcomes (Noltmeyer & Bush, 2013; Sorkhabi, 2005). Authoritative parents (responsive parents) were found to be associated with self-efficacy (Tam, Chong, Kadirvelu & Khoo, 2012; Yousaf, 2015), resilience (Zakeri, Jowkar & Razmjoo, 2010), optimism (Debra et al., 2007; Griess, 2010), hope (Kumar, Sharma & Hooda, 2012). Qazi (2009) in his study of relationship between parenting styles and generalized self-efficacy and found positive association between authoritative parenting style and generalized self-efficacy. Authoritative parents enhance self-esteem, makes child to be self-reliant, feel secure and inquisitive which may contribute in self-efficacy, resilience and other positive psychological qualities. Permissive parenting style (Autonomy-granting parents) showed no association with self-efficacy (Qazi, 2009). But the same style of parenting showed positive association with hope in a study conducted by Nessai et al., (2015).

Each component of psychological capital, as described above, has been shown to have independent conceptual link with the different styles of parenting. Current study focused on the PsyCap as core construct which comprises of all four dimensions (Luthans et al., 2007). Empirical research revealed that studying PsyCap as a core construct predicted outcomes better than any of its individual components (Luthans et al., 2007). Drawing on this, different styles of parenting are examined in relation to PsyCap. Due to the dearth of studies on the relationship between the parenting styles and PsyCap, the present research problem was

formulated. Thus the present study aimed to examine the relationship between parenting styles and PsyCap in college students.

METHOD

Participants and Procedures

The present study is cross-sectional based on survey research. Data were collected from undergraduate business and commerce students of a college in Bhutan. Using random sampling approach, data were collected from 210 students studying in the college which included both the genders. Out of 210 respondents, 120 were commerce students and the remaining were business students. Respondent's age varied between 17 and 23 years, with average for the sample being 19 years approximately. Approximately 53 percent of the sample was female. 66 percent of respondents were from urban areas. All the necessary information about the research such as objectives of the study, ways of answering the questionnaire etc., was provided to respondents. In an effort to mitigate the problem of common method variance/ errors following steps were taken (Podsakoff, MacKenzie, Lee, & Podsakoff, 2003). First, respondents were assured of the confidentiality of their responses. In order to get honest and sincere response, participant's identification was not asked in the questionnaire. Second, respondents were communicated that there is no right or wrong answer. Third, data were collected in two Waves, with a lag of 2 weeks time. In Wave 1, questionnaire of perceived parenting styles was administered which was followed by administration of PsyCap scale.

Measures

Psychological Capital Questionnaire (PCQ) – A 24-item questionnaire developed by Luthans et al., (2007) was used on the study sample. The questionnaire consisted of all the four dimensions of PsyCap having 6 items each. In order to make the questionnaire suitable to student's population, original questionnaire were slightly tweaked. Examples of the items include “I feel confident in discussing with my classmates and teachers about the module/ course work” (self-efficacy), “If I find myself in a jam at study, I could think of many ways to get out of it” (hope), “When I have a setback at my study/ course work, I have trouble recovering from it, moving on” (resiliency), “When things are uncertain for me at study, I usually expect the best” (optimism). Responses were rated on a 5-point scale ranging from 1 (strongly disagree) to 5 (strongly agree). The reliability of PCQ measure was found to be 0.732 (Cronbach's alpha) in the sample of the study.

Perceived Parenting Styles – Current study adopted Parental Style Inventory-II developed by Darling and Toyokawa (1997). It's a 15-item scale consisting of three types of parenting – Responsiveness, Demanding and Autonomy-granting, having 5 items each. Example of items are, “My mother hardly ever praises me for doing well” (R) for Responsiveness; “My mother gives me a lot of freedom” for Autonomy-granting; and “My mother really expects me to follow family rules” for Demanding scale. Responses were taken on a 5-point Likert type scale ranging from 1 (strongly disagree) to 5 (strongly agree). The reliability of the scale was found to be 0.693 (Responsiveness), 0.671 (Demanding), and 0.713 (Autonomy-granting) (Cronbach's alpha) in the sample of the study.

RESULTS AND DISCUSSIONS

The data were analyzed with the help of Statistical Package for Social Sciences (SPSS Version 21) and correlation and multiple regression analysis were obtained. Correlation was used to see the relationship among variables of the study. Multiple regressions were applied to ascertain influence of parenting styles on PsyCap of students.

Table – 1:
Means, SDs and correlation coefficients among variables of the study

| Variables | Mean | SD | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---------------------|-------|------|------|-------|-------|-------|-------|------|---|
| 1 Gender | 1.21 | 0.53 | 1 | | | | | | |
| 2 Age | 19.23 | 1.41 | .09 | 1 | | | | | |
| 3 Locality | 1.42 | 0.45 | .05 | .13 | 1 | | | | |
| 4 Responsiveness | 3.78 | 0.58 | -.05 | .16 | .07 | 1 | | | |
| 5 Autonomy-granting | 3.21 | 0.48 | .19* | .11 | .08 | .29* | 1 | | |
| 6 Demanding | 3.43 | 0.32 | .06 | -.17* | .54** | .43** | .32** | 1 | |
| 7 PsyCap | 3.39 | 0.55 | .12 | .02 | .04 | .54** | .31** | .25* | 1 |

* Correlation is significant at the 0.05 level.

** Correlation is significant at the 0.01 level.

Above table (table 1) showed that parenting styles are significantly related to PsyCap in students. PsyCap significantly correlated with responsive parenting ($r = .54, p < .01$), autonomy-granting ($r = .31, p < .01$) and demanding parent ($r = .25, p < .05$).

Table – 2:
Summary of Multiple Regressions on PsyCap as a Function of Parenting Styles

| | B | SE | β | t-value | P |
|------------------------------------|---|------|---------|---------|------|
| Responsiveness | .296 | .089 | .215 | 3.34 | .001 |
| Autonomy- granting | .361 | .119 | .206 | 3.03 | .002 |
| Demanding | .102 | .053 | .112 | 1.91 | .057 |
| R Square | .345 | | | | |
| Adjusted R Square | .312 | | | | |
| Std. Error of Estimate | .412 | | | | |
| F – Value | 7.115 | | | | |
| Significance | .000 | | | | |
| Collinearity Statistics (Min- Max) | Tolerance : 0.652 – 0.838; VIF: 1.193 – 2.469 | | | | |
| Durbin-Watson | 1.83 | | | | |

While carrying regression analysis, predictor (parenting styles) is regressed against dependent variable (PsyCap). Summary of regression analysis presented in table 2, clearly indicate that parenting styles significantly explained 34 percent variance in PsyCap ($R^2 = .34, p < .01$). It implied that the way parents interact and behave with their children, results in the development of positive strengths and qualities (PsyCap). Findings of the current study supported the documented findings that parenting styles have effect on children's psychosocial development (Darling, 1999; Maccoby & Martin, 1983). Findings also supported the early socialization theories that considered that parental actions are determinants of developmental outcomes (Blunt Bugental & Grusec, 2006). Accordingly, parent-child relationship, interaction and rearing practices are significant in PsyCap in students.

Beta value for responsiveness ($\beta = .215, p < .01$) indicated that responsive parents positively and significantly contribute in PsyCap. Responsive parents show warmth, support, and meet child's needs and demands (Baumrind, 1971), help in emotional development and maturity which facilitates in the development of PsyCap. Responsive parents, provide support, feedback when needed and praise and encourage their children which in turn probably results in the development of psychological qualities such as resiliency and hope. Feedback, for example, is one of the four factors in the development of resilience (Bandura 1997). Other reason for this could be that providing supports (characteristic of responsive parent) makes students feel hopeful and optimistic thus resulting into the development of PsyCap. College students faces lot of challenges in and out of the classroom and if they get socio-emotional support and support in the form of other resources, students feel positive emotions and may results into the development of positive psychological qualities such as optimism, resiliency and hope. Parenting style which involves warmth, acceptance, and helpfulness, can also be identified by an internal locus of control, high levels of interpersonal trust, and the ability to cope with distress (Belsky, 1984), which makes students resilient and optimistic.

Beta value for autonomy-granting ($\beta = .206, p < .01$) indicated that parents who give autonomy to their children also positively and significantly contribute in PsyCap. Autonomy-granting parenting is characterized by promoting individuality, emotional autonomy, self-determination, which helps in gaining positive psychological qualities. College students become slightly mature and this maturity makes students understand various issues and challenges and also gain knowledge and capacity and strategy to deal with challenges which in turn generates PsyCap.

Demanding parents have been found to be not significantly related to PsyCap ($\beta = .112, p > .05$). The finding is against the established findings which stated that demanding or authoritarian parents are negatively related to positive qualities such as self-efficacy, optimism (Qazi, 2009; Yousaf, 2015; Debora et al., 2007). Demanding parents have expectations to follow certain behavioural standards and instructions from their children. One reason for this positive relation could be that in current high competitive life, parent sends clear message and expectations about their high academic achievement and career success. This expectations and clear communication make them emotionally and behaviourally matured which in turn results in the development of PsyCap.

CONCLUSION, IMPLICATION AND LIMITATIONS

The study intended to examine the relationship between the parenting styles and PsyCap. The study suggested seeming value of parenting styles on student's PsyCap. Parent's behaviour, communication and interaction pattern has important implications in the psychological growth and inhibitions of their children. In other words, parents can facilitate in the development of positive psychological qualities in their children. Significant and positive relationship was found between PsyCap and responsive and authority-granting parents. The responsive parent contributed more than authority-granting parents. However, no significantly positive relationship was found with demanding parents. Thus, demanding parents because of the restriction and control puts on children also

facilitates the development of PsyCap but not in significant manner.

The present research has both practical and theoretical implications. Practical implication of the study is that parents should evaluate their parenting pattern and styles if they want that their children should have positive psychological traits and qualities such as resilience, hope, self-efficacy and optimism. There is no doubt and also studies have documented that PsyCap in students has positive effects on their behaviour and thoughts. Keeping in mind the value of PsyCap in student's life, parents should adopt responsive and autonomy-granting styles of parenting and avoid becoming demanding parents. Theoretically, the study will extend contribution and enrich the literature of positive psychology in general and PsyCap in particular from the perspective of parenting styles.

The study has several limitations, so findings of this study should be taken with some caution. First, the study is based on small sample which may affect the ability to generalize the result of the research on wider population. Second, the study was conducted in one country which has its own culture and values. Parenting pattern and its effects varies from culture to culture (Darling & Steinberg, 1993). Thus, findings of the study may not give true insights on the relationship between the two variables of the study in different cultural context. Further, the study is based on self-report which has its own limitation which can be minimized by adopting mixed method design using different sources of data collection such as parental reports, teachers' reports etc. Although significant relationships were demonstrated between two types of parenting styles and PsyCap, we can only assert the association among variables but causality cannot be assumed.

REFERENCES

- Aunola, K., Stattin, H., & Nurmi, J. E. (2000). Parenting styles and adolescents' achievement strategies. *Journal of Adolescence*, 23, 205-222.
- Awong, T., Grusec, J. E., & Sorenson, A. (2008). Respect-based control and anger as determinants of children's socio-emotional development. *Social Development*, 17(4), 941-59.
- Baldwin, D. R., McIntyre, A., & Hardaway, E. (2007). Perceived parenting styles on college students' optimism. *College Student Journal*, 41(3), 550-557.
- Bandura, A. (1997). *Self efficacy, the exercise of control* (1st Ed.). New York, W.H. Freeman & Company.
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice Hall.
- Baumrind, D. (1967). Childcare practices anteceding three patterns of preschool behavior. *Genetic Psychology Monographs*, 75, 43-88.
- Baumrind, D. (1971). Current patterns of parental authority. *Developmental Psychology Monograph*, 4(1), 1-103.
- Baumrind, D. (1991). The influence of parenting style on adolescent competence and substance use. *Journal of Early Adolescence*, 11(1), 56-95.
- Belsky, J. (1984). The determinants of parenting: A process model. *Child Development*, 55(1), 83-96.
- Blunt, Bugental, D., & Grusec, J. E. (2006). Socialization processes. In W. Damon, R. M. Lerner, & N. Eisenberg (Eds.), *Handbook of child psychology. Vol. 3: Social, emotional, and personality development* (6th ed.) (pp. 366-428). Hoboken, NJ: John Wiley and Sons Inc.
- Collins, W. A., & Laursen, B. (1999). *The Minnesota symposia on child psychology: Relationships as developmental contexts*. Hillsdale, NJ: Erlbaum.
- Darling, N. (1999). Parenting style and its correlates. *ERIC Digest*.
- Darling, N., & Steinberg, L. (1993). Parenting style as context: An integrative model. *Psychological Bulletin*, 113, 487-496.
- Darling, N., & Toyokawa, T. (1997). *Construction and validation of the Parenting Style Inventory II*. The Pennsylvania State University: Internal Publication.
- Dehara, R. B., Anne, M., & Elizabeth, H. (2007). Perceived parenting styles on college students' optimism. *College Student Journal*, 41(3).
- Furnham, A., & Cheng, H. (2000). Perceived parental behavior, self-esteem and happiness. *Soc Psychiatry Psychiatr Epidemiol*, 35, 463-470.
- Griess, S. (2010). *Perceived parenting style and its relationship to hopefulness, happiness, and optimism in a college student sample*. Dissertations. Paper 142, University of Northern Colorado.
- Harris, A. H. S., Thoresen, C. E., & Lopez, S. J. (2007). Integrating positive psychology into counseling: Why and (when appropriate) how. *Journal of Counseling and Development*, 85, 3-13.
- Houghton, J. D., Wu, J. P., Jeffrey, L. G., Christopher, P. N., & Charles, C. M. (2012). Effective stress management. *Journal of Management Education*, 36, 220-238.
- Karmakar, R. (2016). Positive Psychological Capital and Parenting Styles among adolescents: Khasi and Non-Khasi Scenario. *Romanian Journal of Applied Psychology*, 18(2), 47-52.
- Kumar, A., Sharma, M., & Hooda, D. (2012). Perceived Parenting Style as a Predictor of Hope among Adolescents. *Journal of the Indian Academy of Indian Psychology*, 38(1), 174-178.
- Luthans, F., Youssef, C. M., & Avolio, B. (2007). *Psychological capital: Developing the Human Competitive Edge*. New York: Oxford University Press.
- Luthans, F., & Avolio, B. J., Avey, J. B., & Norman, S. M. (2007). Psychological capital: Measurement and relationship with performance and satisfaction. *Personnel Psychology*, 60, 541-572.
- Luthans, F., & Youssef, C. M. (2007). Emerging positive organizational behavior. *Journal of Management*, 33, 321-349.
- Lassen, S. R., Steele, M. M., & Sailor, W. (2006). The relationship of school-wide positive behavior support to academic achievement in an urban middle school. *Psychology in the Schools*, 43(6), 701-712.
- Martens, B. K., & Witt, J. C. (2004). Competence, persistence, and success: The positive psychology of behavioral skill instruction. *Psychology in the Schools*, 41, 19-34.
- Maccoby, E., & Martin, A. (1983). Socialization in the context of the family: Parent-child interaction. In P. H. Mussen (Ed.) & E. M. Hetherington (Vol. Ed.), *Handbook of child psychology: Vol. 4. Socialization, personality, and social development* (4th ed., pp. 1-101). New York, NY: Wiley.
- Nessai, V., Rastegar, D., Rajaei, A., & Khoynjad, G. (2015). Comparison between Parenting Styles and Hope. *Journal of Applied Environmental and Biological Sciences*, 5(12), 30-33.
- Noltemeyer, A. L., & Bush, K. R. (2013). Adversity and resilience: A synthesis of international research. *School Psychology International*, 34(5), 474-487.
- Peterson, C., & Seligman, M. E. (2004). *Character strengths and virtues*. Oxford, UK: Oxford University Press.
- Podsakoff, P. M., MacKenzie, S. B., Lee, J. Y., & Podsakoff, N. P. (2003). Common method biases in behavioral research: a critical review of the literature and recommended remedies. *Journal of Applied Psychology*, 88(5), 879-903.
- Qazi, T. (2009). Parenting styles, locus of control, self-efficacy: A co-relational study. *Revista Costarri-scene de Psicologia*, 28, 75-84.
- Reddy, L. A., Newman, E., De Thomas, C. A., & Chun, V. (2009). Effectiveness of school-based prevention and intervention programs for children and adolescents with emotional disturbance: A meta-analysis. *Journal of School Psychology*, 47, 77-99.
- Rioli, L., Savicki, V., & Richards, J. (2012). Psychological Capital as a Buffer to Student Stress. *Psychology*, 3(12), 1202-1207.
- Sailor, D. H. (2004). *Supporting children in their home, school, and community*. Pearson.
- Seligman, M. E. P. (2002). *Authentic Happiness: Using new positive psychology to realize your potential for lasting fulfillment*. New York: Free Press.
- Siu, O. L., Bakker, A. B., & Jiang, X. (2013). Psychological Capital among University Students: Relationships with Study Engagement and Intrinsic Motivation. *Journal of Happiness Studies*, 15, 979-994.
- Smetana, J. G. (1995). Parenting styles and conceptions of parental authority during adolescence. *Child Development*, 66, 299-316.
- Snyder, C. R. (1994). *The psychology of hope: You can get there from here*. New York: Free Press.
- Snyder, C. R. (2000). *Handbook of hope*. San Diego, CA: Academic Press.
- Sorkhabi, N. (2005). Applicability of Baumrind's parent typology to collective cultures: Analysis of cultural explanations of parent socialization effect. *International Journal of Behavioural Development*, 29(6), 552-563.
- Shaw, N. E. (2007). *The Relationships between Perceived Parenting Style, Academic Self-Efficacy and College Adjustment of Freshman Engineering Students*. Master of Science (Development and Family Studies), University of North Texas, USA.
- Tam, C., Chong, A., Kadirvelu, A., & Khoo, Y. (2012). Parenting Styles and Self-Efficacy of Adolescents: Malaysian Scenario. *Global Journal of Human Social Science, Arts & Humanities*, 12(14), 18-25.
- Youniss, J., & Ruth, A. J. (2002). Approaching policy for adolescent development in the 21st century. In J. J. Mortimer & R. W. Larson (Eds.), *The changing adolescent experience, societal trends, and the transition to adulthood* (pp. 250-271). New York: Cambridge University Press.
- Yousaf, S. (2015). Parenting Style and Self-efficacy among Adolescents. *Research on Humanities and Social Sciences*, 5(3), 25-28.
- Zakeri, H., Jowkar, B., & Razmjooe, M. (2010). Parenting styles and resilience. *Procedia Social and Behavioral Sciences*, 5, 1067-1070.